



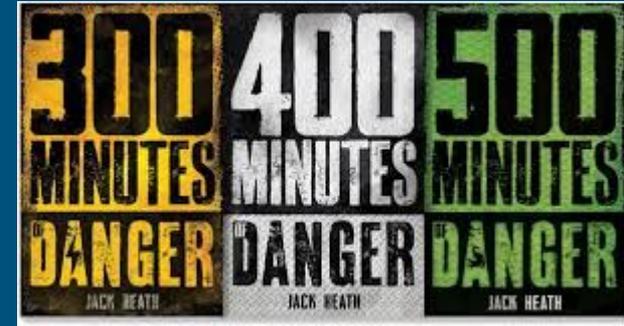
Parent Engagement Term Two, 2019

Literacy & Numeracy

Welcome to Melrose High School Parent Engagement Session

Keynote Presentation and Q & A with Jack Heath

Why is literacy important? What does it mean to me?



Choose your own adventure

WORKSHOP in 137:

How do I use *Read and Write Google* at home to support my young person?

PRESENTATIONS:

1. Response to Intervention - what do we mean?
 - MaqLit, LSU & LSC
 - FLIP and Big Picture
 - GRiN, ACE and Gifted & Talented Education
2. How do we do literacy and numeracy in our subject areas?

Shannon Carnovale

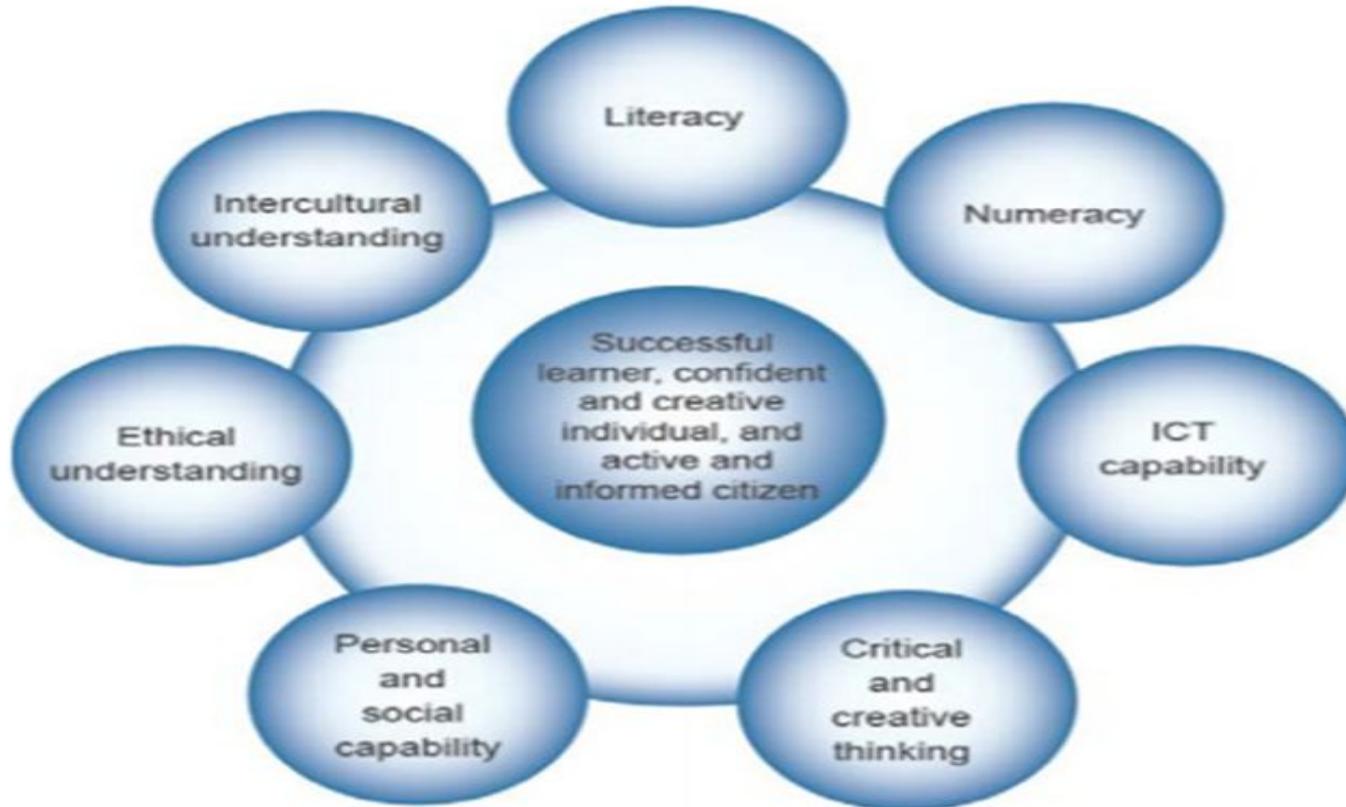
How do we do literacy and numeracy at Melrose High School?

Thanks to Jan Herold - Curriculum Executive Officer - Slides 4-9.

Australian Curriculum - what do you mean?



General Capabilities



Have a chat to the person next to you about:

— What does it mean to
be literate and
numerate?

Literacy

Success in any learning area is being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.

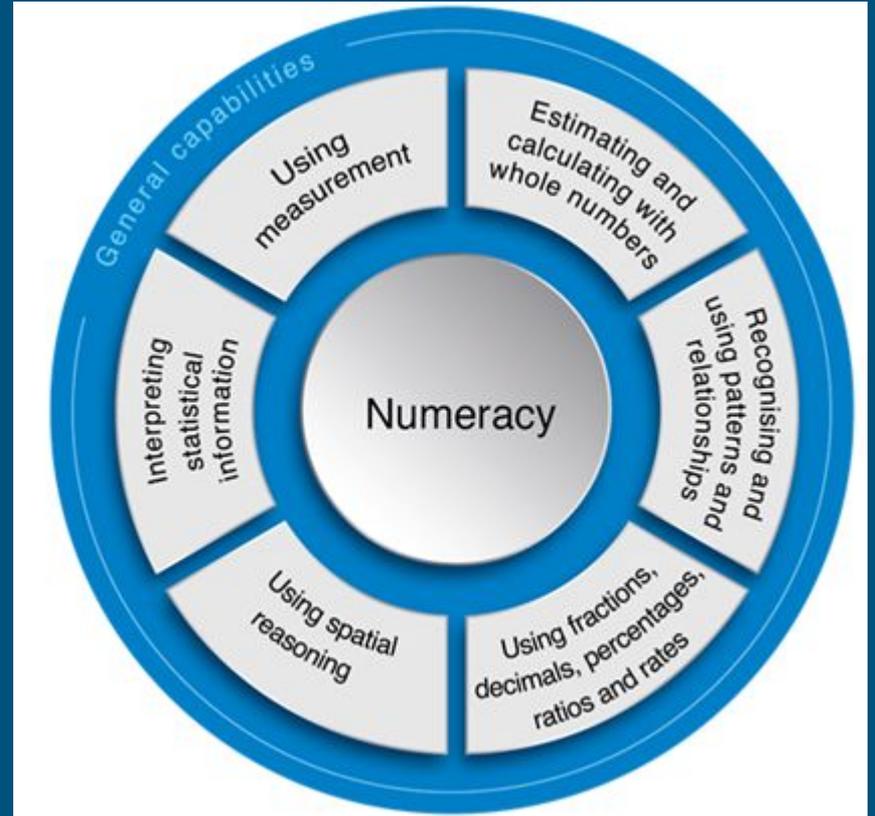
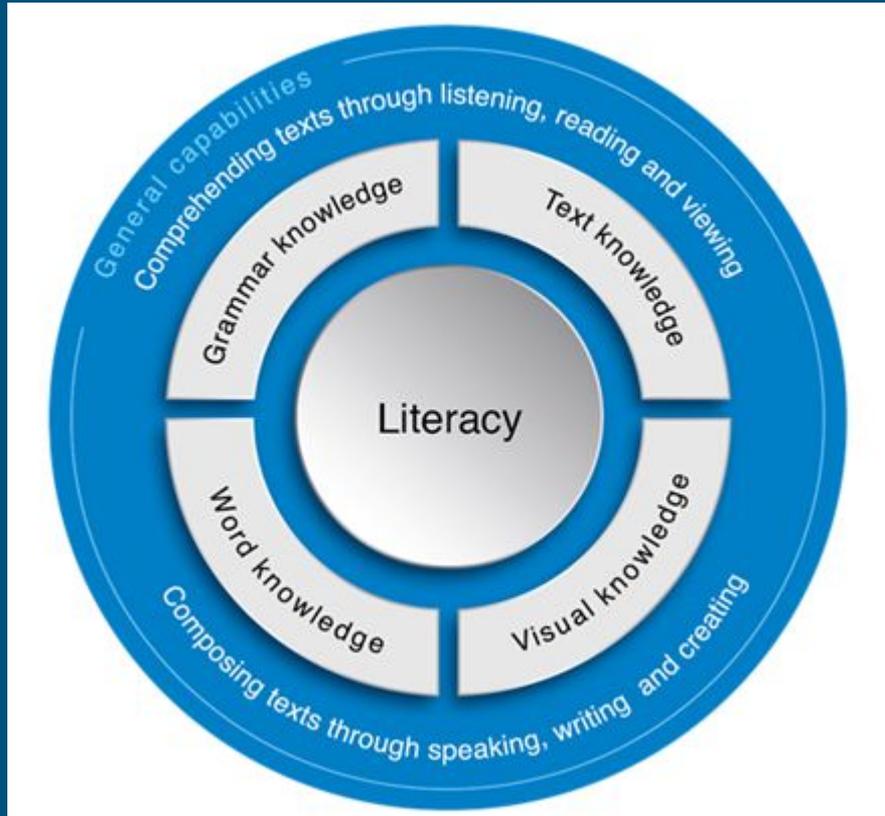
(ACARA 2016)

Numeracy

Numeracy encompasses the knowledge, skills, behaviours and dispositions that **students need to use mathematics in a wide range of situations.**

(ACARA 2017)

Literacy & Numeracy General Capabilities



Literacy & Numeracy in the curriculum

All learning areas have inherent literacy and numeracy demands.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

Let's find out more about them from our Executive

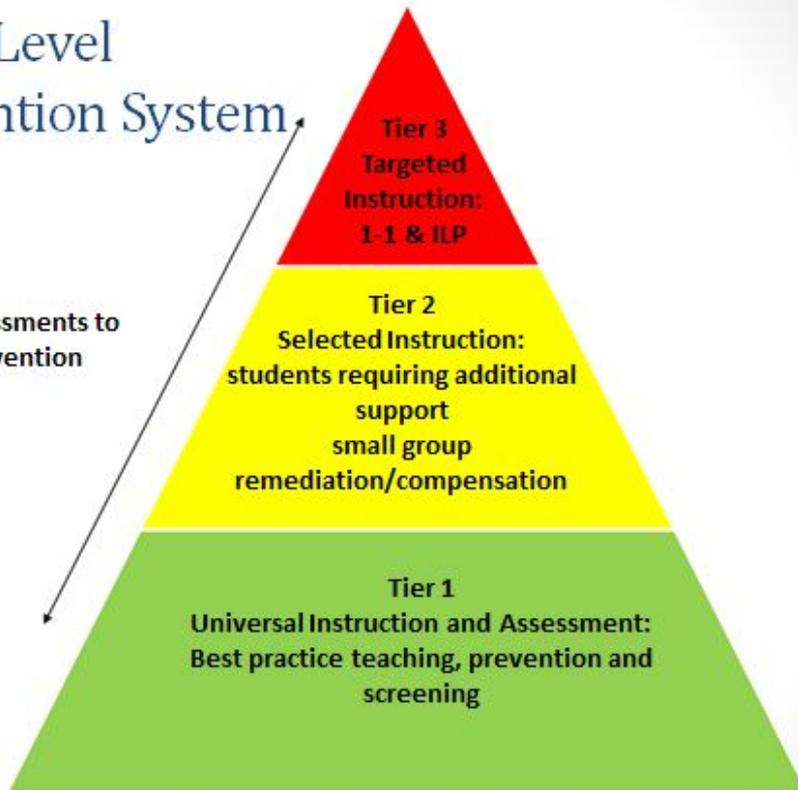
Staff. Apologies from Sonja Marmont - Health & PE Executive Teacher, Peter Freeman -

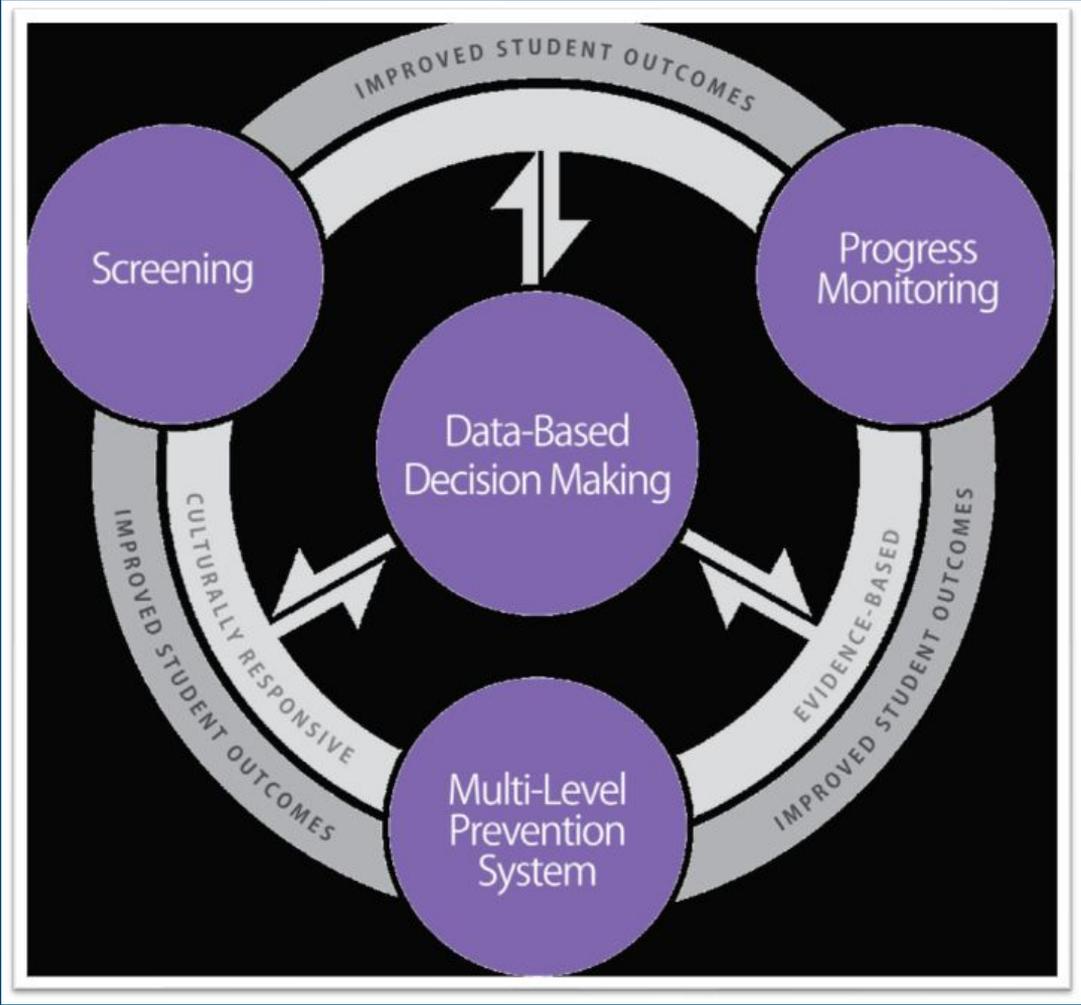
Science Executive Teacher & Hannah Brickhill, Teacher Librarian

Response to Intervention - Eleanor McMillan

Multi-Level Prevention System

Varies assessments to
guide intervention





Universal Screening

Whole School Assessment on ACER PAT tests

Teacher and parent feedback

NAPLAN

Progressive Achievement Tests in Mathematics



Progressive Achievement Tests in Mathematics provide information

about the level of achievement of students. The tests assess students' skill and understanding in multiple-choice format in the six strands of:

Number

Algebra

Geometry

Measurement

Statistics

Probability

The assessments also address the mathematical processes of understanding, fluency, problem solving and reasoning. The skills assessed by each question are mapped against the Australian National Curriculum for Mathematics.



Achievement bands

provide a measure of
students' learning
progressions over time

Tier 2 assessment

TOWRE

Teacher feedback

NAPLAN

Macqlit placement Test

WARP

Universal Level

Core instructional planning must address both students' academic needs as well as their social-emotional needs in order to provide true access to core instruction.

High quality academic instruction will not be enough if students are so disengaged that they fail to receive the instruction due to excessive absenteeism and/or behaviour problems.

Differentiation, evidence based strategies, Resources, PL, PLC (e.g. Writing Project), Inclusive Technology, and many other adjustments and accommodations within a flexible learning environment.

MacqLit

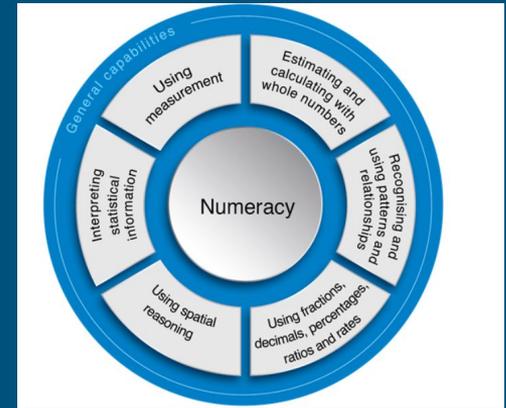
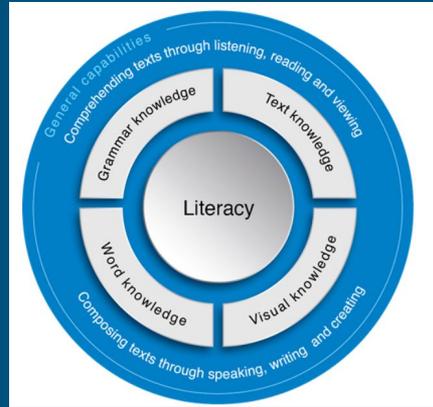


LSC/LSU Australian Curriculum

Literacy Continuum

Numeracy Continuum

Personal and Social Capability



GRiN to be explained later by Aine McAuley

Trained tutors conduct GRIN sessions with small groups of students (ideally three), before the normal daily mathematics lesson. GRIN sessions are brief and focused - normally 15 to 25 minutes long.

GRIN sessions conducted by trained tutors will:

- prepare intervention students for their subsequent mathematics lesson
- familiarise students with the relevant language and terminology that they will hear during the classroom lesson
- model what students can expect to see and/or do in the lesson.

Flexible Learning Individual Pathway (FLIP)

Anna Russell

The FLIP Program is individually designed for each student that focuses on project based, personalised learning programs and working in an authentic real-world model.

Goals of the FLIP Program?

Develop Social Skills - Work collaboratively with people in a range of contexts

Critically Analyse - Demonstrate a knowledge and understanding of connections between their lives, their learning, and their culture

Develop Ownership for their Learning - Students are supported to monitor their actions and review and adjust plans as needed to achieve their goals

Apply Literacy and Numeracy skills in specific contexts

Mentorship/Work Experience

Essential concepts that are addressed in the FLIP Program

- Individual development, the understanding of self and the individual in the community, workplace and in society.
- Investigate pathways into further education, training and/or employment
- Identify communication strategies, which encourage the development of skills to review data, establish a proposal, enact a project and evaluate its efficacy.
- Reflections about their learning - written/verbal

4 Key Learning Areas of the FLIP Program

Mathematical and Numerical Reason (Mathematics)

Literacy and Effective Communication (English)

Historical Contexts and Investigation (HaSS)

Scientific Investigation (Science)

Mathematical and Numerical Reason (Mathematics)

— This goal is to think like a mathematician: to understand numbers, to analyse uncertainty, to comprehend the properties of shapes, and to study how things change over time.

Individual programs are developed by a specialised Maths teacher to support and develop the learning of mathematical concepts within their Personalised Learning Program and address gaps in the students learning.

Literacy and Effective Communication (English)

This goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate.

Individual programs are developed by a specialised English teacher to support and develop the learning of language concepts within their Personalised Learning Program and address gaps in the students learning.

Big Picture - Anna Russell



GRiN, ACE & G&T Program - Aine McAuley

Targeted students attend regular short and sharp sessions with the Numeracy Coach to prepare them for upcoming Maths lessons

Students should be at a mainstream level within 1 semester

"The willingness to have a go and actually talk in class now - which is what we didn't have before. It used to be to "I don't understand", whereas now, they want to work, they want to share with the other and they want to talk in front of class."

"It made me feel smart"
"I am able to answer questions more often in my maths class"
"Yes it is helping me and you can tell by my results improving"

GETTING READY
NUMERACY (GRIN)
Mathematics Intervention Program

ACE

Academic Curriculum
Enrichment

ACE aims to inspire and challenge students. ACE classes are offered in the core subjects – English, Science, Mathematics and SOSE. ACE programs are also promoted in the Arts, Physical Education, Outdoor Education and Languages.

Melrose Marvels

Gifted and Talented Program

- Identified students attend a 2 hour session each week with the G&T Coordinator
 - Based on an individual project centred on their area of giftedness
 - Identified students will have an ILP to ensure extension within mainstream classes
-

Arts & Technology - Lucy Sedlacek

Visual Art - Analysing, researching and developing ideas and concepts through the use of a Visual Arts Process Diary

Dance - Analysing, comparing and researching different dance genres and their impact on culture through scaffolded assignments that support students to use literary devices. Use of counting music and spatial awareness.

Music - Learning and understanding around the theoretical components involved in music composition, along with the understanding around technical language, counting, tempo, time signatures.

Drama - Reflecting on own and others performance, research into the history of drama and its impact in culture, understanding of spatial awareness on stage

Arts & Technology - Lucy Sedlacek

Metalwork & Woodwork - Use of technical language, measurements and geometry to plan and reflect on design ideas that are later put into practical use

Food - Recognising key elements required to understand recipes, measurements and costings. Reflection on progress and design documentation. Research of design ideas in the related topic.

Textiles - Journal use to keep track of design ideas, progress and reflections. Research into design ideas and measurements required when creating garments.

English & Languages - Jenni Holder

Literacy in English

Language

Understanding how language works.

Grammar, spelling, punctuation, sentences, vocabulary and more.

Literature

Experiencing literature.

Novels, poems, short stories, films, media texts and more.

Literacy

Understanding how texts work.

Comprehending, analysing, creating and more.

English & Languages - Jenni Holder

Numeracy in English

Graphing and Statistics

- Plot graphs
- Evidence in texts
- Ways of effective communication (text types)

Looking at Patterns

- Poetry - rhythm, beat syllable
- Visual literacy

Using Roman Numerals

- Shakespeare
- Effective ways to communicate

English & Languages - Jenni Holder

Literacy in Languages

Learning a second language benefits literacy in English

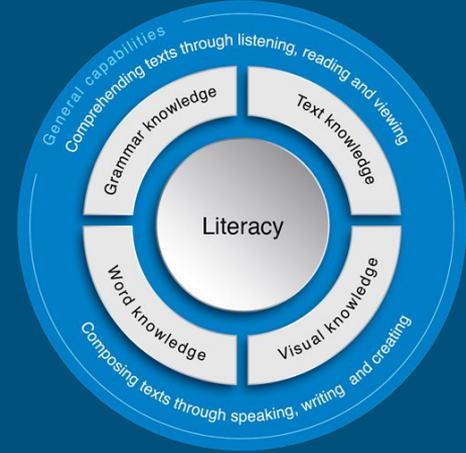
- Focus on how language works
- Focus on phonetics and language skills
- Focus on listening, speaking, reading, writing
- Understanding of grammar and punctuation

English & Languages - Jenni Holder

Numeracy in Languages

- Numbers in other languages
- Calendar dates and days (including different calendars)
- Language about numbers e.g. counters, plurals, etc
- Menu ordering

Mathematics - Charles McIntosh



What links all of these words?

Unicycle, Uniform, Unique, Unitary Method, Unit Circle, Manchester United, Universe

Uni! Means one.

So, if we're learning UNIT rate today, what number is going to be very important?

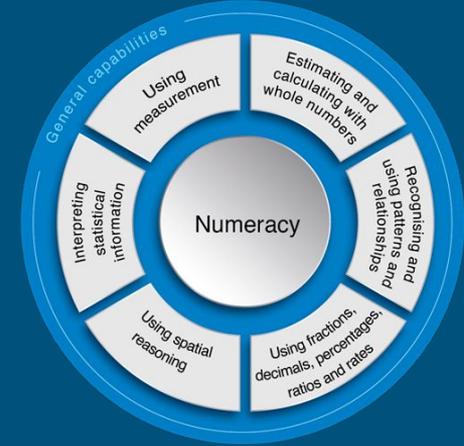
Mathematics - Charles McIntosh



15kg



?

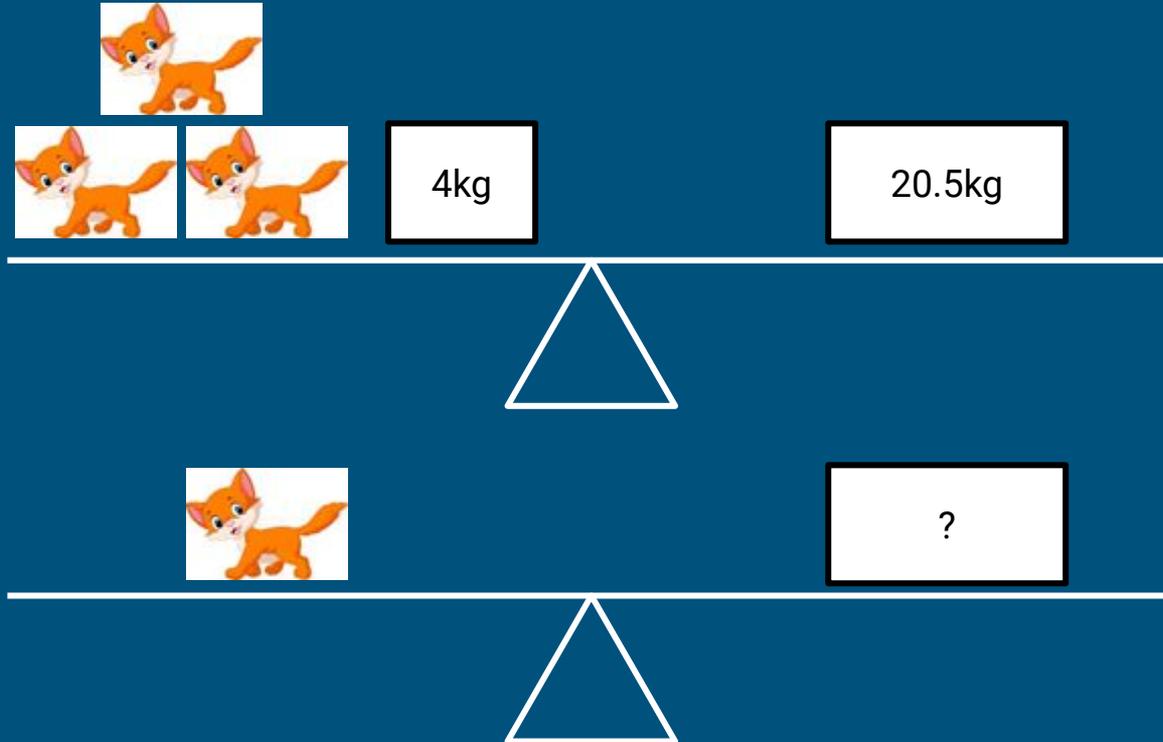
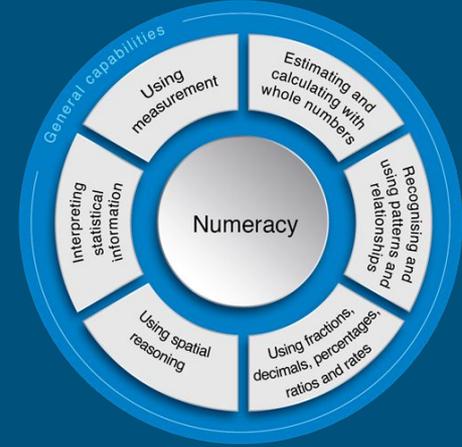


$$3c = 15$$

$$c = ?$$

Three cats weigh 15kg, how much does one cat weigh?

Mathematics - Charles McIntosh



Humanities & Social Science - Rachel Kane

Literacy in HaSS

How do we support students to do their assignments? Consider this Year 9 HaSS task:

Task:

In class students will watch the ABC documentary, “Exposed: The Keli Lane Case”. You can also access this documentary in your own time if you wish – the link is provided in your Google classroom. Once you have watched the documentary you need to respond to the following questions, in a report style document:

1. **Documentary Overview:** Summarise the documentary in your own words in clearly constructed TEEC paragraphs. Be concise (450-500 words).
2. **Public or Private Law:** Is the case a public or civil matter? Explain why.
3. **When and Where:** When and in which court was the case held? Why was it held in this court?
4. **Verdict and Sentence:** What was the decision/verdict? And what was the penalty/punishment?
5. **Your Opinion:** What do you think about this case and the decision that was made? (ie. the type of crime committed, the sentence, the decision made, the circumstances of the case, the reaction of family members etc.) (250-300 words)

We use scaffolded tasks to help students for assignments and class tasks.

Use the following template to write the first draft for your documentary summary. (Think of this as a mini essay, but easier!)

Introduction

Sentence 1: Introduce the text type, its title, year it was published in brackets directly after, and the composer or producer.

Sentence 2: In one (or two sentences max) summarise what the documentary is about, and include what you think is the purpose of the documentary. You may also like to consider the text's coda.

Sentence 3: Name the various elements that make up the documentary

Introduction

Sentence 1:

Sentence 2:

Sentence 3:

Humanities & Social Science - Rachel Kane

Numeracy in HaSS

- Budgeting
- Spreadsheets
- Unit pricing
- Calculating value

Information On **Money Smart Day** Year 7 - 2019

Humanities and Social Sciences
Melrose High School



It's not just about the money.....



Humanities & Social Science - Rachel Kane

ABW-Australian Business Week



Melrose High School

Australian Business Week 2017

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PRODIGY
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AVADO
THE RENOVATION SPECIALISTS

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BOOSTERS

- Natural components help with relaxation
- Prescribed drug
- Gives you the benefit of sleep whilst being awake
- Tested and approved by the Somnology team



No sleep?
No worries
with
boosters!

80% natural ingredients

Hunter Industries

Hunter industries in conjunction with qualified chemists

Check out the Australian Curriculum here:

<https://www.australiancurriculum.edu.au/parent-information/>

Questions